

State Indicators

S-6 Eighth Grade Mathematics Proficiency

Description

This indicator represents the proportion of a state's eighth grade public school students that met or exceeded the proficiency standard in mathematics. The National Assessment Governing Board sets performance standards that provide a context for interpreting National Assessment of Educational Progress (NAEP) results. The standards define "basic," as well as "proficient" and "advanced" accomplishment. For the eighth grade, the basic level (scores 262–298) denotes partial mastery of knowledge and skills that are prerequisite for proficient work. The proficient level (299–332) represents solid academic performance and demonstrates competency over challenging subject-matter knowledge. The advanced level (333–500) signifies superior performance.

The National Center for Education Statistics has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. However, both the Commissioner of Education Statistics and the National Assessment Governing Board state these performance standards are useful for understanding trends in student achievement.

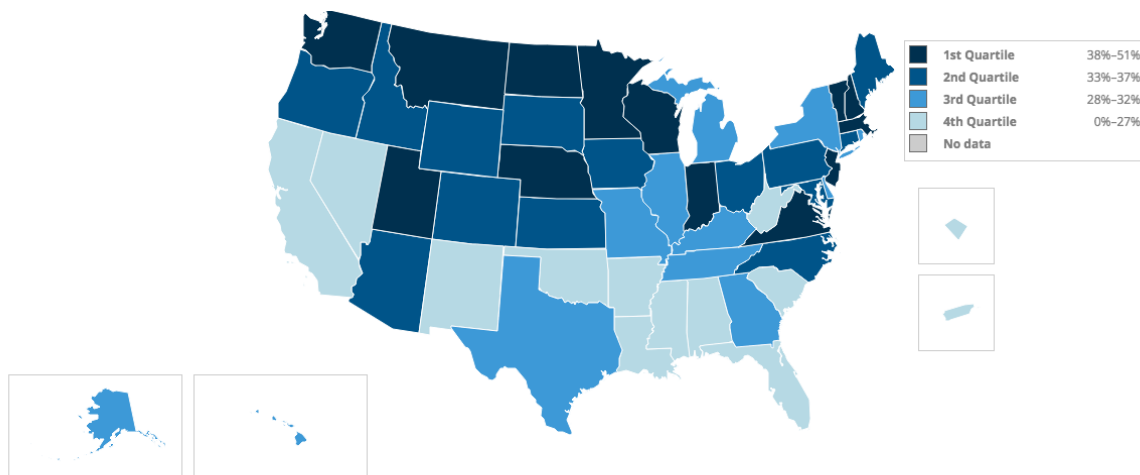
Not all students participate in NAEP assessments; a sample of schools and students is selected to represent each participating state. Hundreds of thousands of students from several thousand schools across the nation typically participate in the NAEP mathematics assessment. The results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and in individual states and other jurisdictions. Students with disabilities or limited English language proficiency are allowed to use certain accommodations (e.g., extra testing time or individual rather than group administration). All data presented here represent scores from tests taken with accommodations offered.

Data source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

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2015



Distribution of states across indicator values, 2015



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(Percent)

State	2000	2003	2005	2007	2009	2011	2013	2015
United States	25	27	28	31	33	34	34	32
Alabama	16	16	15	18	20	20	20	17
Alaska	NA	30	29	32	33	35	33	32
Arizona	20	21	26	26	29	31	31	35
Arkansas	13	19	22	24	27	29	28	25
California	17	22	22	24	23	25	28	27
Colorado	NA	34	32	37	40	43	42	37
Connecticut	33	35	35	35	40	38	37	36
Delaware	NA	26	30	31	32	32	33	30
District of Columbia	6	6	7	8	11	17	19	19
Florida	NA	23	26	27	29	28	31	26
Georgia	19	22	23	25	27	28	29	28
Hawaii	16	17	18	21	25	30	32	30
Idaho	26	28	30	34	38	37	36	34
Illinois	26	29	29	31	33	33	36	32
Indiana	29	31	30	35	36	34	38	39
Iowa	NA	33	34	35	34	34	36	37
Kansas	34	34	34	40	39	41	40	33
Kentucky	20	24	23	27	27	31	30	28
Louisiana	11	17	16	19	20	22	21	18
Maine	30	29	30	34	35	39	40	35
Maryland	27	30	30	37	40	40	37	35
Massachusetts	30	38	43	51	52	51	55	51

State Indicators

State	2000	2003	2005	2007	2009	2011	2013	2015
Michigan	28	28	29	29	31	31	30	29
Minnesota	39	44	43	43	47	48	47	48
Mississippi	9	12	14	14	15	19	21	22
Missouri	21	28	26	30	35	32	33	31
Montana	36	35	36	38	44	46	40	39
Nebraska	30	32	35	35	35	33	36	38
Nevada	18	20	21	23	25	29	28	26
New Hampshire	NA	35	35	38	43	44	47	46
New Jersey	NA	33	36	40	44	47	49	46
New Mexico	12	15	14	17	20	24	23	21
New York	24	32	31	30	34	30	32	31
North Carolina	27	32	32	34	36	37	36	33
North Dakota	30	36	35	41	43	43	41	39
Ohio	30	30	33	35	36	39	40	35
Oklahoma	18	20	21	21	24	27	25	23
Oregon	31	32	34	35	37	33	34	34
Pennsylvania	NA	30	31	38	40	39	42	36
Rhode Island	22	24	24	28	28	34	36	32
South Carolina	17	26	30	32	30	32	31	26
South Dakota	NA	35	36	39	42	42	38	34
Tennessee	16	21	21	23	25	24	28	29
Texas	24	25	31	35	36	40	38	32
Utah	25	31	30	32	35	35	36	38
Vermont	31	35	38	41	43	46	47	42
Virginia	25	31	33	37	36	40	38	38
Washington	NA	32	36	36	39	40	42	39

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State	2000	2003	2005	2007	2009	2011	2013	2015
West Virginia	17	20	18	19	19	21	24	21
Wisconsin	NA	35	36	37	39	41	40	41
Wyoming	23	32	29	36	35	37	38	35
Puerto Rico	NA	S	S	NA	NA	*	*	*

* rounds to zero

S data are suppressed because reporting standards were not met

NA not available

Note(s):

The National Assessment of Educational Progress (NAEP) scores are for public schools only. The national value for the United States is the reported value in the NAEP reports and does not include territories.

Source(s):

U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (various years), data as of February 2016.

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